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Implementation in House Training in Making Learning Media for Early Childhood Teacher

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Abstract
In the context of early childhood education, the use of learning media has a very important role in supporting an effective learning process. Therefore, this research aims to explore the application of in-house training in creating learning media for PAUD teachers. The research method used is qualitative by collecting data through interviews, observation and documentation at Bina Keluarga, West Metro District. The research results show that in-house training makes a positive contribution in increasing teachers' understanding of the role and benefits of learning media as well as improving the quality of their skills in creating learning media that suits the needs of young children. However, there are challenges related to the timing of training and evaluation which is less structured. Therefore, it is recommended that training accommodate all teacher skill needs, a structured evaluation system is implemented to monitor teacher understanding, and teaching staff in the school environment continue to improve their professional competence.

Keywords: *In House Training, Learning Media, PAUD Teacher*

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INTRODUCTION

Teachers are an important factor in the world of education (Ryegård, et al, 2010). Teachers have an irreplaceable role in determining school success (Octavia, 2019). The government has a law that regulates teaching staff and educators by stipulating that teaching staff are professional educators who have the main task of educating, teaching and guiding and evaluating students in formal education from early childhood to senior secondary education (JOEAI, 2019). From this law, it can be seen that teachers have quality and also quality if they have academic qualifications and also have competence in the world of education to provide learning to their students. Educators must be able to design learning that does not only touch cognitive aspects (Buan, 2020). However, it can also develop students' skills and behavior (Wahyuningrum, 2021).

In order to achieve the title as a teacher, of course they must have experience and understanding and knowledge about the world of education (Kamaruddin et al., 2023). Teachers must be able to make modifications and also deliver knowledge to students and their experiences in the world of education in interesting and varied ways (Mulyasa, 2017). Of course, teachers can realize their educational goals. In the teaching and learning process, teachers can provide services and also provide facilities for students so they can capture and receive the information provided by the teacher well (Kamaruddin et al., 2023). Therefore, teachers must be able to present learning media that attracts students' interest and can also arouse children's enthusiasm for learning (Siska & Nasriah, 2023). Apart from that, teachers must also be able to increase students' interest in lessons (Fadillah, 2017). Learning media for early childhood must pay attention to several important aspects (Maftutah, Jannah, & Utama, 2021). First, the media must be adapted to the child's age in terms of size, shape and color, so that the child can use it well. Second, learning media must have functions that develop various aspects of children's skills, including physical, emotional, language, social, cognitive and moral. Apart from that, this media is designed to train children's thinking skills. Third, learning media must be able to be used in various useful ways to develop children's skills and must be multi-purpose to make it easier for children to use. Fourth, learning media must be safe for children to use, both in terms of color, material and shape. Fifth, learning media must be able to encourage children's creativity by building or producing something. Lastly, learning media must be constructive so that it can help in the development of early childhood education (Yasbiati & Gandana, 2018). Mentari stated that teachers have another task to choose learning media and learning resources which will later determine the form of assessment of the teaching and learning process in order to find out the extent of the development and growth of the students. (Mentari, 2020)

Even though it is important to present learning media in the early childhood learning process, it should be noted that the learning process will be said to be successful if the results of this learning are able to provide a sense of joy and enthusiasm for the students (Guslinda & Kurnia, 2018). So that this learning can be captured by students and implemented into their lives. One way that teachers can do this is by creating creative, innovative and interactive learning media that can attract students' interest in learning (Utama, 2017). With this learning media, of course it can be easier for students to understand the material taught by teachers (Utama, Eka, Wati, & Yani, 2023). As a result, students can absorb and also understand the material presented so that they can achieve learning goals. Nowadays there are many learning media that can be used by teachers in teaching learning material to students.

As a complex phenomenon, it is not surprising that some people still find it difficult to use information technology to create learning media. Even teachers who are educators still do not fully master this matter (Ferdian Utama, 2017). This is a complicated process. Therefore, there are still some staff who still use conventional learning media in the teaching and learning process for students from the early childhood to upper middle school categories.

With learning media that uses information technology, of course it can provide more interesting learning media (Abdulrahaman et al., 2020). Interactive media, written and accompanied by videos or images, can encourage students to focus more and learn more easily than conventional learning methods (Nugroho & Surjono, 2019). The development of the world of information technology has of course given a "shock"

to the world of education. This causes changes that must be in accordance with the demands and developments of the times in synergy with the needs of society. The changes that occur include social life and education, so that every element in the world of education must also change to keep up with the times.

Teachers are indeed one of the important resource assets in determining the success of the world of education. As human resources who have an important role, of course they must be equipped and also have sufficient knowledge to advance the world of education (Baniyah, Jannah, & Utama, 2023). With the rapid development of information technology, of course the role of teachers cannot be sidelined. As the main human resource, teachers of course have a very large and important role in determining success in the world of education.

The world of education that is successful in producing superior seeds is of course influenced by how teachers are able to prepare them to become human figures who are ready to play an important role in the life of the nation. And of course the way is through teaching and learning activities at the formal education level. From basic to top level. To improve the quality of education, of course it is influenced by the abilities of the teachers and also their performance in carrying out teaching and learning activities. Teachers as human resources in the world of education can of course play an important role in producing superior human resources (Rusilowati & Wahyudi, 2020). But of course this is also determined by the performance of the teacher, who must also have quality and quantity. In order to achieve maximum performance results in the world of education, of course teaching staff must have appropriate and competent knowledge and skills and be able to adapt to current developments.

In order to improve the ability of teaching staff to develop learning media for young children, various types of training are being held in house training (IHT) (Corinorita, 2017). This training helps teaching staff to develop and prepare learning media in the teaching and learning process (Noe, et al, 2017) (Badriyah, 2015). This training program is carried out by school institutions, which is a program held to increase the competence of teachers and also to optimize all the potential of teaching staff (Saks, et al., 2015) (Danim, 2017). It is hoped that undergoing the IHT program can improve the competence and skills of teachers so that they can help the teaching and learning process in the school environment (Sedarmayanti, 2016). In House Training has a crucial purpose and function in providing training to teachers. The aim is to ensure that each training provides appropriate solutions to improve teacher or employee performance, thereby increasing organizational standards. In addition, it is important to ensure that the participants who take part in this training are the right individuals, who need the training provided. Apart from that, In House Training also aims to obtain support from organizations that support the training (Larasati, 2018).

This research aims to examine implementation In house training in making learning media for PAUD teachers at PAUD Bina Keluarga, West Metro District, Metro City. In this context, the research focus is on efforts to improve the ability of PAUD teachers to design and implement effective learning media through in-house training. The limitations of this research problem are focused on implementation in house training which is limited to the teacher's ability to create learning media, so it does not discuss other aspects of PAUD education. In formulating the problem, this research tries to answer two main questions, namely how to implement it in house training on the teacher's ability to create learning media, and what factors support and hinder the implementation of in-house training. The benefits of this research include theoretical

and practical aspects. Theoretically, the results of this research can contribute as a source of information and knowledge for other researchers who are interested in similar topics. Meanwhile, practically, this research is expected to provide benefits for educational institutions as a guide in improving educational quality standards, as well as for teaching staff as a reference in developing learning media that can improve the quality of learning at the PAUD level. Thus, it is hoped that this research can make a positive contribution to the development of early childhood education in the PAUD environment.

METHODOLOGY

The research method used in this research uses qualitative methods. Aims to achieve two main goals. First, to explore implementation in house training on the teacher's ability to create learning media. Second, to identify supporting and inhibiting factors for training in house training the. The ultimate goal of this research is to understand in more depth the implementation In house training for the ability of PAUD teachers to create systematic learning media. The research was conducted at Bina Keluarga, West Metro District, with the research subjects being PAUD teachers. The time required to carry out the research is planned for one month. The target of the research is PAUD teachers, with the research subjects chosen being teaching staff at PAUD Bina Keluarga, West Metro District. The research method used is qualitative. The research stages include post-observation In house training (IHT), interviews with PAUD teachers, and documentation of training activities. The research instrument consists of an instrument grid that includes variables, sub-variables, and questions related to preparation, training evaluation, performance, perceptions, as well as supporting and inhibiting factors (Fadli, 2021). Data analysis was carried out through several stages. First, data reduction was carried out to select and summarize important data from interviews, observations and documentation. Second, data presentation is carried out through graphs, tables and flowcharts to strengthen the data collected. Third, data verification is carried out to ensure the validity of the data by using data triangulation from various sources, techniques and time. Fourth, examination of respondents was carried out to identify the characteristics of respondents which became supporting data in this research. Thus, the research method used is expected to provide a deep understanding of the application In house training in making learning media for PAUD teachers.

RESULT AND DISCUSSION

Results

From the results of research carried out by combining several interviews, observations and data collection through documentation at the research location, there are various findings which are supported by narratives and documentation to strengthen the validity of the data collected. The need for training for teachers is the main focus to strengthen their skills in creating learning media. Analysis of the work that has been done and what has not been done by teachers is crucial in determining the need for in-house training. The school carries out this needs analysis to plan and compile appropriate materials for the training. Apart from that, the obstacles faced by

teachers in the teaching and learning process are also a main consideration for implementing training.

Training preparation *in house training* covers two main aspects, namely training needs for PAUD teachers and selection of training materials. The questionnaire given to teachers revealed that training regarding the creation of learning media was a priority desired by teaching staff. Most of the training materials prepared can be easily understood by teachers, which proves success in analyzing needs and presenting appropriate material. Training *in house training* provides significant benefits for teachers, including understanding the concept of learning media, developing skills in making learning media that suits their needs, and obtaining interesting variations of learning media to use in learning. Apart from that, the quality of the presentation of training materials by the school is considered quite good by the teaching staff.

This training also helps teachers improve their abilities in creating learning media and facilitate the learning process in the classroom. There are positive changes in learning media creation skills, which can then have a positive impact on the teaching and learning process in the PAUD environment. Teachers' views on the importance of learning media also experienced significant changes after participating in in-house training, which shows the success of this program in increasing teachers' awareness and understanding of the role of learning media.

However, there are several supporting and inhibiting factors that influence the success of in-house training. Supporting factors include enthusiasm from teachers and support from the school environment, while inhibiting factors include time readiness to carry out training. Therefore, better efforts in managing training time need to be considered so that training can run smoothly and efficiently.

Discussion

From the research conducted, it was found that training *in house training* in the school environment has a huge influence on the quality of the skills of teaching staff to create learning media for students. Data from interviews, observations and documentation showed that the teachers already knew about the concept of learning media. Previously, teaching staff did not understand or understand the concept of learning media in presenting learning material to children at the early childhood level. Knowledge about learning media itself is not widely understood by teachers, especially regarding the role of learning media so that teaching staff can create learning media that makes it easier for them to present material to students.

In this research, it was found that the teaching staff did not have much knowledge and experience in creating learning media. This can be seen from the enthusiasm of the teaching staff to know how to create learning media to help teachers present learning material. By creating learning media, teaching staff can better understand the material that will be presented in the classroom. This new experience can of course make it easier for teaching staff to prepare material and also summarize what material can be given and presented in class.

During training *in house training,* The teaching staff stated that the material presented during the training process was very easy to understand. This is proof that

the planning and preparation carried out by the school in providing training *in house training* it's been very good. The school has planned and included materials in the training that are appropriate to the conditions in the school environment. Analysis of teacher needs is maximized by the school in providing training *in house training* the. This training also provides benefits for teaching staff. From the results of interviews and observations, it was stated that teachers gained very important benefits from understanding learning media and the important benefits of these learning media for the teaching and learning process in the school environment.

Apart from that, teaching staff also receive training to create appropriate learning media that suits the teachers' abilities and is adapted to young children. Another benefit obtained by teaching staff is knowledge about the variety of learning media. Training *in house training* provide information for teachers that there are various forms and variations of learning media. If previously the learning media used was only in the form of books, now teaching staff know that audio-visual media and audio media can be a form of learning media that can be presented in the classroom. The understanding gained by the teachers in the training is proof that the quality of the material presented at *in house training* this was conveyed well. The material provided is very easy for teachers to understand and comprehend.

Training *in house training* This makes it easier for teaching staff to present learning material. With varied, creative and interactive media, it will certainly make children more focused in paying attention to the material given to students. With creative learning media, the presentation of material will be much more effective and efficient. This training also provides new skills for teaching staff. The quality in making learning media will of course get better along with the material and training provided by the school to the teaching staff. By continuing to practice, teachers can certainly improve their skills in creating learning media. From training *in house training* In this way, teachers also gain an understanding of the importance of learning media in the school environment. If previously the teaching staff did not understand the role and benefits of learning media and also the variations of this media, then with this training teachers can gain an understanding of learning media. This can help teachers in their task of educating the nation.

From observations and interviews conducted, teachers also have views regarding improving the quality of teaching staff. With this training, PAUD teachers can gain new skills in creating learning media that can present learning material in the school environment. This training of course has supporting and inhibiting factors. The teaching staff who took part in the training said that the supporting factor in this training was the convenience provided by the school to improve the skills of teachers. Apart from that, the material presented is quite easy for teaching staff to understand and comprehend. Meanwhile, for school management, there are supporting factors in implementing training *in house training* This is the enthusiasm of the teaching staff to learn about making learning media. With high levels of enthusiasm, the school can easily analyze the material needs provided to teaching staff.

There are also inhibiting factors in the training carried out. Inhibiting factors experienced in training *in house training* is the time to carry out the training. Of course, teaching staff must prepare time to take part in this training outside of school hours. And this is an inhibiting factor for teachers. This research itself has the aim of finding out about implementation *in house training* on the teacher's ability to create learning

media. With training *in house training* This allows teachers to get very important information to help them in creating learning media in the teaching and learning process at school. This research also finds out what factors can support teachers and also inhibit factors in implementing training *in house training* by teachers in the school environment.

CONCLUSION

Based on data obtained through interviews, observation and documentation, several conclusions can be drawn regarding the application of in-house training in creating learning media for PAUD teachers. First, it can be concluded that implementing in-house training is very useful for teachers in understanding the role and benefits of learning media. Their knowledge of learning media and the variations available to present the material becomes better. This training makes it easier for them to create learning media that suits the needs of young children and the quality of their skills in making learning media also increases. Second, there are supporting and inhibiting factors in implementing in-house training. Supporting factors include the enthusiasm of teachers to take part in training regarding creating learning media. However, the inhibiting factors are limited training time and less structured evaluations to monitor teachers' abilities in creating learning media. From these conclusions, several recommendations can be proposed regarding the implementation of in-house training in creating learning media for PAUD teachers. First, the implementation of training must accommodate all the skills needs of teachers, not only limited to learning media, but also other sectors that support teaching and learning activities. Second, it is recommended that there be a structured evaluation system for training results to determine the extent of teachers' understanding of the training material. Finally, teaching staff in the school environment should make efforts to continue to improve their professional competence in order to meet the demands of the curriculum comprehensively.

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